

The types of SEN that are provided for

Policies for identifying children and young people with SEN and assessing their needs.

Including the name and contact details

Arrangements for consulting young people with SEN and their parents to involve them in the education process

Arrangements for assessing and reviewing children and young people's progress towards outcomes.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. Transition.

The approach for teaching children with SEN



**Woodhall Primary
School**

The School SEN Offer

Adaptations made to the curriculum and the learning environment

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

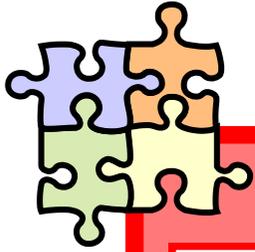
Evaluating the effectiveness of the provision made for children and young people with SEN

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

Support for improving emotional and social development. Including pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

Arrangements for handling complaints from parents of children with SEN about provision in the school



There are 4 main categories of SEND that we support
Cognition and learning
Communication and interaction
Social, emotional and mental

At Woodhall Primary School, we aim to ensure that all parents and children feel that they are welcome. We want all parents and children to know that all of our staff are dedicated to working with them to ensure that the children with Special Educational Needs or Disabilities unlock their potential and enable them to discover their talents. We endeavour to include both the parents and children in every stage of their education, specifically in assessment, agreeing learning outcomes and producing a targeted plan.

A range of diagnosed conditions, Including:
Cerebral Palsy
Downs Syndrome
Hyper-mobility
Asthma

The types of SEND that are provided for.

A range of diagnosed conditions, including:
Autistic spectrum disorders
ADHD
ADD
Dyspraxia
Dyslexia
Irlens

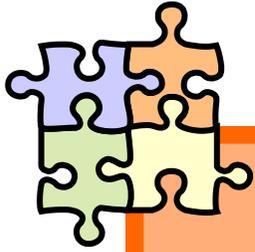
Speech and language disorders

Pupils who require intimate care plans for toileting or Risk Assessments

Our school is fully accessible to pupils in wheelchairs

Hearing and visual impairment

Moderate learning difficulties



The SENDCo Mrs Stacey Banthorpe can be contacted either by phone 01787 373661 or e-mail sbanthorpe@woodhallprimary.co.uk
The SEND Governor is Mrs Hazel Crane can be emailed at hcrane@woodhallprimary.co.uk

Flow diagram and full explanation of SEND assessment process is in the 'Graduated Approach' in the SEND Information Report: <https://www.woodhallprimary.co.uk/files/resources/whps-policy-send-information-report-sept-2019.pdf>

The SENDCO tracks Individual Provision Record targets; Measurable Interventions and Teacher Assessment.

Teachers also track pupil progress and discuss particular concerns with the SENDCO

Policies for identifying children and young people with SEND and assessing their needs.

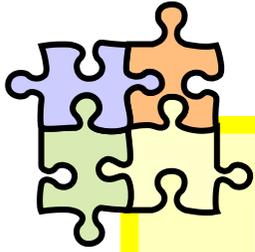
We believe that early identification, assessment and provision for any child who may have special educational needs are very important. If action is taken at an early stage, a child is likely to be more responsive. If a difficulty proves to be transient, the child will subsequently be able to learn and progress normally. If it does not, then an early start can be made in considering any additional provision necessary to support the child.

Pupil progress meetings are held termly between the class teacher, Headteacher and SENDCo

Pupils and parents can discuss particular areas of difficulty or concern with teachers and the SENDCo which may lead to further support or assessments where relevant

We use a variety of specific standardised and non-standardised assessments to develop a detailed picture of the pupils areas of difficulty, including:
PHAB Phonological test, Dyslexia Screening test
PUMAs PIRAs for Literacy and Maths
HAST 2 Spelling, YARC Reading Comprehension
BPVS YARC reading test

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:
Have a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
Special educational needs and disability code of practice: 0 to 25 years. June 2014



Annual review meetings with pupils and parents

Parent perceptions gathered Annually in a questionnaire format.

Parents evenings

Telephone and e-mail conversations

School council

Termly IPR meetings with pupils and parents

Individual meetings with SENCo for parents and pupils

Arrangements for consulting young people with SEN, and their parents, and involving them in their education. Pupil Voice.

Drop in sessions with SENCo and outside agencies

Parent support groups run in school

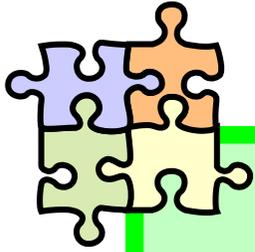
Coming Spring 2020: Tea with Teacher

One-Planning process includes pupils wants and wishes

Transfer meetings for new pupils .
Transfer meetings for EYFS and Year

Talking to pupils during Spotlight lesson observations, learning walks and work scrutiny

Self assessments, Pupil Passports used to monitor intervention progress and support



ECHP Annual review meetings

Pre and post intervention assessments carried out with pupils to analyse effectiveness and progress

IPR meetings are used to discuss progress. Parents, pupils and teachers work together to assess whether outcomes have been reached.

Termly review of SEN Support

SENCo analyses data regularly and discusses findings with SLT, staff and governors

Book scrutiny and lesson observations and Spotlight visits

Target tracker used to monitor progress in core subjects each

Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review.

Termly Pupil progress meetings with Head teacher, class teacher and SENCo

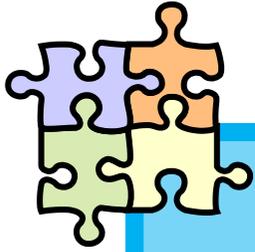
Formal assessments at the end of each key stage

SEND provision record monitors provision alongside progress for each pupil on the SEN register

Termly reading tests

Quality first teaching, including assessments during lessons and next steps marking

End of unit assessments



Close links with secondary schools

Meetings between SENCo and Secondary SENCo to discuss SEND pupils on an individual basis

Transfer days and additional transfer visits to secondary schools

EYFS pupils are visited in their Early Years settings before they start school

Meetings with Nursery staff and Pre-school SENCos to aid transition into EYFS

One page profiles, Pupil Passports

Individualised extra curricular activities based on pupil's interests, areas of strength and future career aspirations

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society. This is called TRANSITION.

Support from outside agencies with specific work on transition, including CISS (County Inclusive Resource) and behaviour support

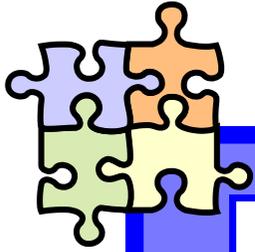
Meetings between parents and new teachers before the start of the new academic year

Individual meetings for parents and pupils with the SENCo in preparation for transition

Small group or individual work on transition

ELSA (Emotional Literacy Support Assistant) support.

Additional transition work for individuals when moving between Key Stages in the school



Quality first teaching including differentiated lessons

SENCo is part of the senior management team and supporting pupils with SEN is a high priority in the school

Teaching assistants in every classroom to support learning

SEN teaching assistants working in class with individual pupils and small groups when appropriate

Individual and small group interventions tailored to meet particular needs

Pastoral support in the classroom and on an individual basis when required

Regular staff training on a variety of aspects of SEND

The approach for teaching children with SEN

We achieved 'Communication Friendly School' status in 2014

Using SEND pupils to demonstrate skills to other pupils in the class

Regular meetings between SENCo and SEN TAs to discuss progress

Regular meetings with staff, parents and pupils to discuss progress

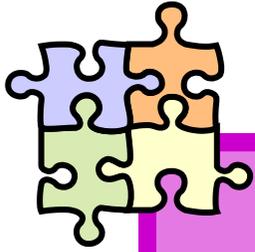
Elklan and Makaton trained staff deliver tailored support

We have an ACHIEVE ethos which celebrates achievements in many forms

An assess, plan, do and review system to monitor the progress and effectiveness of interventions

1 to 1 teaching sessions where appropriate

A non class based SENCo who is able to spend extended time with pupils when required



Dyslexia friendly strategies used throughout the school within classrooms are good quality teaching strategies applicable to all pupils.

The use of ICT to aid with new knowledge building, practising skills and word processing

Coloured overlays and books provided for pupils with Irlens or dyslexic tendencies when required

Individual work stations in classrooms to minimise distractions and anxieties

A range of equipment to aid writing and posture.

Dyslexic friendly and low ability/high interest reading books provided

A sensory room where pupils can get away from the busy classroom environment

How adaptations are made to the curriculum and the learning environment of children and young people with SEND

Adjustments made to the start and end of the day routines for some pupils

Pupil's questions are taken into account when planning learning in

Disabled toilet for pupil use

Consultations with outside agencies and advice followed up in school

Intimate care plans for toileting. Risk assessments

Additional time given for SEN pupils to master skills in addition to lesson

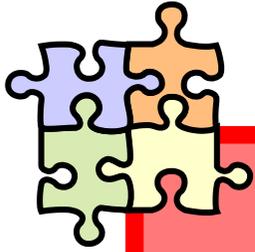
Wheelchair accessible building and grounds

Individual support at playtimes and lunchtimes when necessary

Differentiated lessons with SEND provision

Individual timetables when required

Gym trail sessions and time for physiotherapy exercises timetabled



Teachers and teaching assistants regularly receive training in school and on courses run by the local authority

All teacher, teaching assistants and midday supervisors were involved in the 'Communication Friendly Schools' training

Advisors from the local authority are bought in to train staff on particular needs as they arise

A Parent support advisor employed by the school works to support pupils and parents at home and school

SENCo is an experienced, senior teacher and holds the National SENCO Award

Termly staff meetings keep teaching staff updated with SEND practice

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

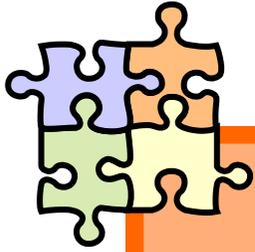
SENCo is able to make referrals to specialists in a variety of fields including speech and language, CISS, Child Development Centre, visual and hearing impairment and health

SENCo attends regular network meetings with other SENCOs from the pyramid

Teaching assistants are trained to deliver interventions , including:

- Elklan (speech and language)
- Gym trail (fine and gross motor skills)
- Makaton (sign language)
- Drawing and talking (emotional support)
- Talk Boost (language development)
- Socially speaking & time to talk (social skills)
- Success @ Arithmetic & Maths Mastery interventions

When the need arises the SENCo attends consultation meetings with the SEND advisor to gain advice and strategies to use with particular pupils.



Assess, plan do and review cycle for all interventions

Intervention assessment information is stored on the networked computer system which can be accessed by all staff

Targets set before interventions begin and assessed at the end of set period

Half termly meetings between SENCo and TAs to monitor progress and effectiveness of interventions

Assessment packs including pupil self assessment used at the start and end of each intervention

SEND provision map includes individual progress of all pupils on the SEND register and is used to plan and review provision

Evaluating the effectiveness of the provision made for children and young people with SEND

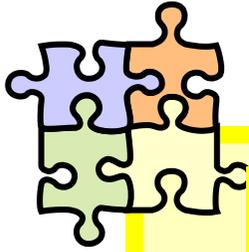
Termly report to governors on SEND progress

Regular meetings with SEND Governor to monitor the impact of SEND provision

SEND pupils are identified on target tracker and their progress is monitored by class teachers, the Headteacher, Deputy Head and SENCo on a termly basis

A range of factors are considered when evaluating the effectiveness of support including time of day, location, group dynamics and staffing

Pupil progress meetings held each half term with class teachers to analyse the progress of pupils and identify next steps or training needs



TA support is targeted to meet particular needs

Innovators lunchtime club supports pupils who find the social side of lunchtime difficult

Individual support can be provided at lunchtimes and playtimes if required

SEND participation in extra curricular activities is monitored annually and any gaps are addressed

Support can be provided to allow SEND pupils to attend clubs if required

Funding can be used to purchase additional resources to enable active participation

Classroom environments are adapted as appropriate to meet physical needs

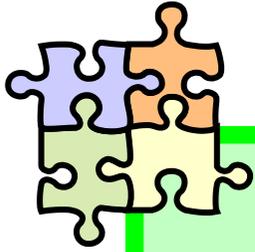
How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

Meetings between SENCo, pupils and parents to discuss concerns over the accessibility of activities and how they can be overcome

The needs of all pupils are considered when planning educational visits and residential trips. When required additional adult support can be organised for individual pupils or small groups. Alternative transport and activities can also be arranged to meet particular needs.

The Worry Monster and ELSA support targeted at pupils when they ask for help or are identified as needing further support.

Group Lego Therapy and Forest Schools



Pastoral care is a high priority throughout the school

Individual, group and whole class lego therapy sessions

SEND pupils can be given areas of responsibility such as hall leader or sports captain

Non class based SENCo and Pupil and Families Support Manager who can spend extended periods of time talking to pupils when required

Proactive pastoral support sessions including drawing and talking

Individualised pastoral support from SENCo and trained TAs to match particular needs of the pupil

Age appropriate social skills and self esteem programs are provided for small groups and individuals

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

Innovators Lunchtime club which supports children to make friendships and develop social

Full time SEND LSA to support children with behavioural social and emotional difficulties

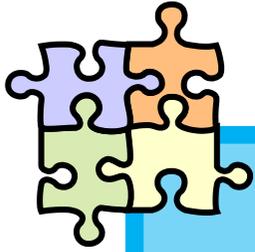
Worry Monster and ELSA support

PSHE and philosophy lessons cover a wide range of social and emotional issues

E-safety part of ICT lessons throughout the school

Behaviour policy which gives clear guidance on expectations, sanctions and rewards is fully implemented by all staff

Anti-bullying week activities in school



Non class based SENCo who is available to meet with outside agencies when they come into school to work with children

CISS work within school to support those pupils who have received a diagnosis of ASD, ADHD or have behavioural needs.

Support from local authority services sought when required for training and advice

Occupational and Physiotherapists work with staff to support children develop exercise programmes and equip classrooms to meet the needs of individual pupils

Referrals made to Educational Psychologist when appropriate

Voluntary Organisations invited into parent drop-in sessions

Pupils with dyslexic tendencies are referred to Dyslexic outreach service when appropriate

Advice provided from the hearing and visual impairment teams is followed up in school

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

The SENCo liaises with the CIC co-ordinator (Children in Care) and social care to support these children and the staff who teach them

A member of staff attends all CAF TAC meetings

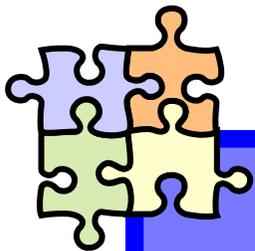
Elklan trained TAs attend therapy sessions with the pupils so they can continue the work in school

Outreach support sought.

Headteacher, Deputy Head , pupils and parent support advisor have been trained to make CAF referrals

Referrals made for ICT assessments.

Visits to specialist provisions.



The initial contact is the pupil's class teacher, followed by the SENCo.
If satisfaction has not been achieved the Head teacher should be contacted, and then The SEN Governor, Hazel Crane.
If the issues are still not resolved then the Special Needs Officer should be contacted

Suffolk's Local Offer:
<http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0>

Arrangements for handling complaints from parents of children with SEN about provision in the school and how to contact support services.

You can contact the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS, formerly Parent Partnership) as an independent organisation. Tel. No: 01473 265210

The SENCo can be contacted in person, by phone or e-mail
01787 373661
sbanthorpe@woodhallprimary.co.uk

Review Date October 2020